

Teaching Vocabulary

Words Are Powerful!

<http://esu6vocabulary.wikispaces.com>

Why?



The research is compelling!

to read, write, and speak more effectively

to build an academic lexicon

Which Words



too many words... too little time

How?

Student-Friendly Explanations

- Characterize word and typical use
- Provide known synonyms
- Explain meaning in everyday language
- Emphasize critical attributes
- Explore morphemes and cognates

Teacher-Created Contexts

- Develop instructional contexts that provide strong clues to meaning
- Provide examples and non-examples

examples non-examples

Student Engagement with Words

Every Student - Every Time

- Short, lively opportunities for students to interact with words and meanings right away and over time with feedback
- Checks for Understanding
- Structured so ALL students respond

Word

- student-friendly explanations
- teacher-created contexts
- student engagement with words

neologism

neologism: a new word or expression, especially one that is coined for a particular purpose

Reluctant



Chord

chord: a group of notes played together

sesquipedalian

sesquipedalian: a person who uses long words

Vocabulary Basic Instructional Routine

- Introduce the word
 - Phonology
 - Spelling
 - Meaning
- Establish the word with real-life examples
- Associate the meaning
 - Student-friendly
 - Word parts analysis
 - Contextual examples
 - Answer questions
- Check understanding
 - Strategies between examples
 - Word parts analysis
 - Contextual examples
 - Answer questions

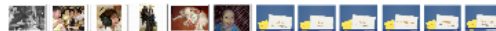
Building Academic Vocabulary

Also See Process

- Introduce word
- Students generate meaning
- Students create metaphors/synonyms/antonyms
- Students explain word in their own words
- Check words
- Engage students "use" words

Teaching Vocabulary

Words Are Powerful!



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Connect & Use!

Vocabulary Basic Instructional Routine

1. Introduce the word
 - Pronunciation, spelling, syllabication
3. Illustrate the word with examples and non-examples

compelling!

read, write, and speak more effectively

content

Effective Instruction

Explicit instruction of specific words is effective.

- Vocabulary instruction should focus on critical words.
- Teaching word parts enhances understanding.
- Different types of words require different types of instruction.
- Active engagement improves learning.
- Repeated exposure is essential.

too many words... too little time

Understanding (the particular text, the particular subject matter)?

likely to encounter again (in sophisticated language use, in other domains)?

difficult (abstract, new concept, multiple meanings)?

Instructional potential (morphology, connections to other

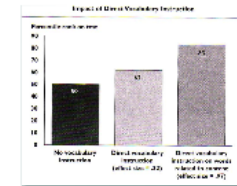
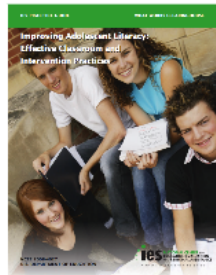
Why?

~to build AN Academic lexicon

The research is compelling!

~to read, write, AND speak more effectively

~to comprehend content



Facets of Purposeful Vocabulary Instruction

Provide rich and varied language experiences

- discussion, focused attention on words, being read to, wide and frequent reading

Teach word-learning strategies

- using context, using morphology (word parts), using a dictionary

Foster word consciousness

- awareness, interest in words and their meanings, understanding of communicative power of language

Teach individual words

- explicit instruction of important words and groups of related words

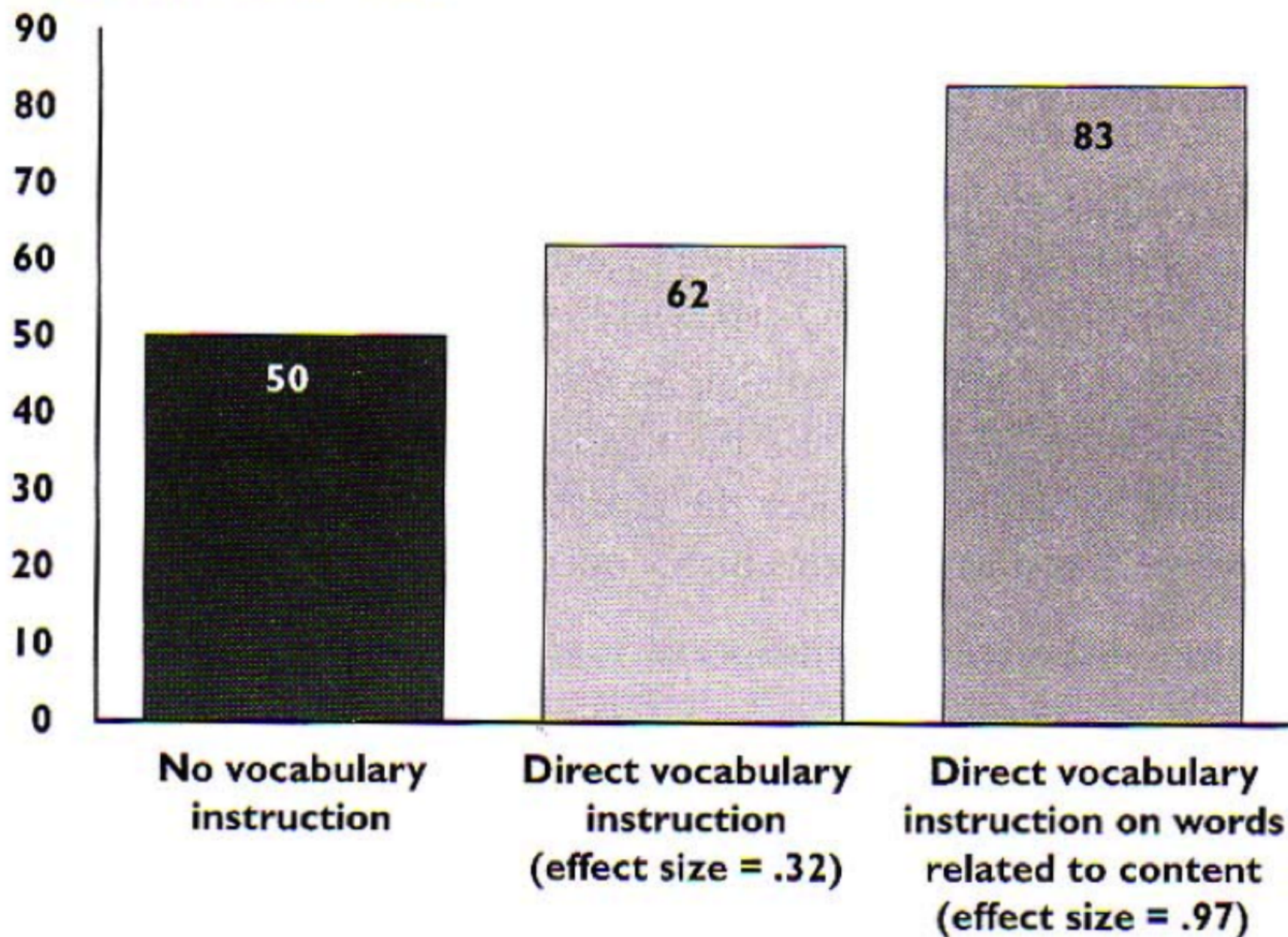
Effective Instruction

- **Explicit** instruction of specific words is effective.
- Vocabulary instruction should focus on critical words.
- Effective vocabulary instruction does not rely on definitions.
- Teaching word parts enhances understanding.
- Different types of words require different types of instruction.
- Active engagement improves learning.
- Repeated exposure is essential.

(Graves, The Vocabulary Handbook, 2006, p. 5)

Impact of Direct Vocabulary Instruction

Percentile rank on test



...and speak more effectively

Effective Instruction



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Explicit

explain,
model,
prompt,
practice

- from Latin: ex- (“out”) + plic (“to fold”)
- fully and clearly expressed or demonstrated; leaving nothing merely implied;
- very specific, clear, detailed

I do it;
we do it;
you do it.

Which Words



too many words...
too little time

Literary

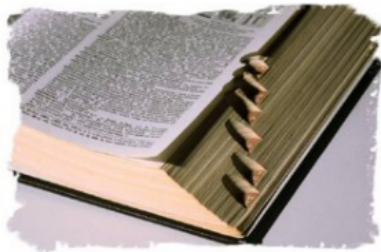
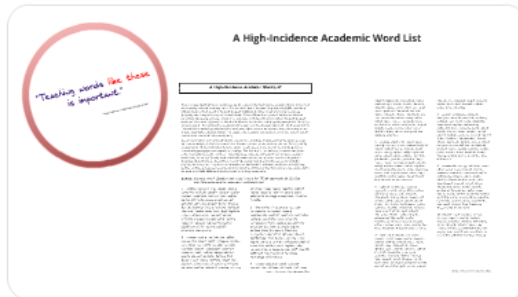
- found in reading and sophisticated speaking
- relatively low frequency
- *flustered, rambunctious, yelped*

Content-specific

- necessary for content achievement
- relatively low frequency
- *electoral college, algorithm, gerund, photosynthesis*

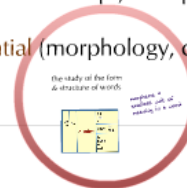
General academic

- words found in academic discourse (text & speech) & labels for school tasks
- relatively high frequency, wide distribution
- *specific, analysis, method, achieve, significant, diagram, journal, learning log*



Questions to Consider:

- Is this word **unknown**?
- Is this word **critical to understanding** (the particular text, the particular subject matter)?
- Is this a word students are likely to **encounter again** (in sophisticated language use, in this particular subject, in other domains)?
- Is this word **conceptually difficult** (abstract, new concept, multiple meanings)?
- Does this word have high **instructional potential** (morphology, connections to other words, word learning)?



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the study of the form
& structure of words

qu	int
quaint	quaint
quaint	quaint

morpheme =
smallest unit of
meaning in a word

Connect & Use!

How?

Vocabulary Basic Instructional Routine

1. Introduce the word
 - Pronunciation, spelling, syllabication
2. Introduce the meaning
 - Student-friendly explanation
 - Word part analysis
 - Critical attribute identification
3. Illustrate the word with examples and non-examples
4. Check understanding
 - Distinguish between examples & non-examples
 - Generate examples
 - Answer questions

(Archer & Hughes, 2013, p. 75; see video examples by Anita Archer, <http://explicitinstruction.org/>)

Building Academic Vocabulary A Six-Step Process

1. Introduce word
2. Students generalize meaning
3. Students create nonlinguistic representation
4. Engage students in word activities
5. Discuss words
6. Engage student "play" with words

(Marzano, 2004)

Student-Friendly Explanations

Which are most effective and efficient for this word?

- Characterize word and typical use
- Provide known synonyms
- Explain meaning in everyday language
- Emphasize critical attributes
- Explore morphemes and cognates



Student-Friendly Definition Dictionaries:
 • CoBuild: <http://dictionary.reverso.net/english-cobuild/>
 • Heinle's Newbury House: <http://nhd.heinle.com>

Teacher-Created Contexts

- Develop instructional contexts that provide strong clues to meaning
- Provide examples and non-examples

examples NON-examples

images

kinesthetic/real models

examples relevant to students

Let's try a few...

Student Engagement with Words Every Student - Every Time

- Short, lively opportunities for students to interact with words and meanings right away and over time with feedback
- Checks for Understanding!
- Structured so ALL students respond

Answer / Ask questions

identify examples / nonexamples

student-student discussion

generate / explain nonlinguistic representation

generate examples / nonexamples

play games

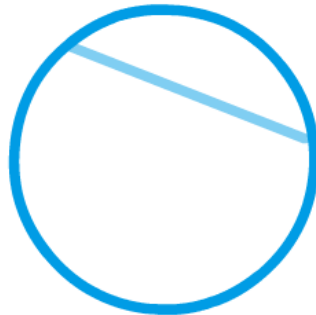
A geometry term



Chord

- a line segment whose
- endpoints lie on a circle

Examples



Non-examples



Your Turn!

1. Draw a circle with three chords.
2. Draw another circle with a non-example of a chord.
3. Label who your drawings are non-examples.

Example or NOT?

sesquipedalian

adj. describes especially long, polysyllabic words

morphemic analysis (study of word parts and structure)

- sesqui (Latin, half as much again)
- ped (foot)
- -ian (describes one that is, one who)

Should teachers focus their direct instruction of vocabulary on sesquipedalian terms?

Everything that coruscates with
effulgence is not ipso facto aurous.



Extreme Examples:

- antidisestablishmentarianism
- pneumonoultramicroscopicsilicovolcanoconiosis
- floccinaucinihilipilification

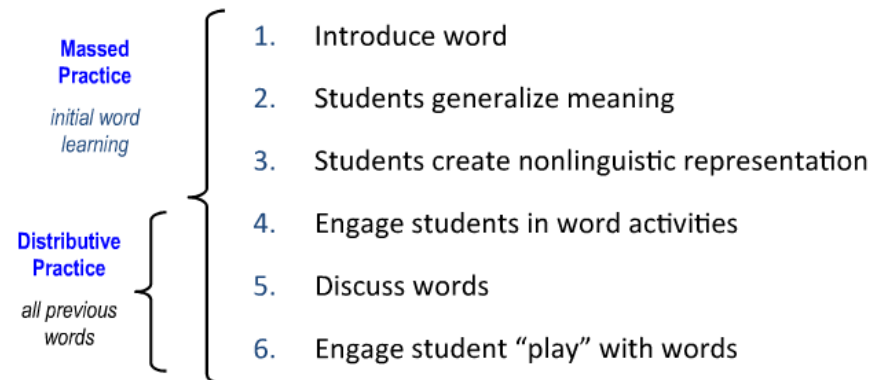
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A Six-Step Process



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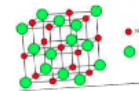
<http://www.jonahnet.org/teachers/strategies.html>

Consider compound (earth science text)

Glossary: "a substance made up of atoms of two or more different elements joined by chemical bonds"

Critical Attributes:

- a substance (e.g., Halite or "rock salt", NaCl)
- made of two or more elements (e.g., sodium, Na and chlorine, Cl)
- joined by chemical bonds



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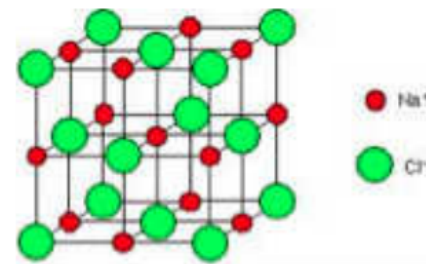
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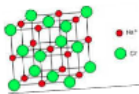
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(NaCl)
dium, Na



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identify example

et. id.

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